



Nightingale Notes

October 2021

November

1-5 Falcon Explore Week
Eagle 3rd Grade State Reading Test Week
24-26 NO SCHOOL—Thanksgiving Break

Please note: Eligibility to participate in Mask to Stay is contingent on the exposure being in the school setting or school-related activities. This does not apply to household exposures or exposures outside of the school setting or school-related activities.

Mask to Stay

New School Guidelines from the Ohio Department of Health

Quarantining students at home who have been exposed to COVID-19 in a school environment has the unintended consequence of reducing in-school learning and can be an added strain on parents schools, and local health departments. While vaccination and mask usage are critical components to ensuring a safe school environment, we offer an in-school alternative to quarantining students and school staff at home who have been exposed to COVID-19 in a school environment to support in-school learning and reduce the strain.

This recommendation is informed by a growing body of national experience, a pilot in Warren County, and experience shared by LHDs that points toward a low number of individuals with direct contact to a COVID-19 positive individual within a school setting who convert to positive cases. Based on this information and the success of the Warren County pilot, we recommend the following K-12 students and staff exposed to COVID-19 in a school setting.

Mask to Stay

Direct contacts, regardless of vaccination or masking status, may remain in the classroom environment if they do the following:

- Wear a mask for 14 days after their last date of exposure.
- Self-monitor, or parent monitor for symptoms of COVID-19
- Isolate and get tested if they start to experience symptoms associated with COVID-19 (regardless of severity)
- Consistent with guidance for others quarantining in lower-risk environments, students and staff may discontinue these quarantine procedures after seven days—if they don't develop symptoms and test negative between days 5-7.



Construction Update

It has been uncertain about when sufficient building progress will be made for occupancy. Since much depends on new twists and turns of uncontrollable fate as each entangle, entwine and interlace to knot up forward movement.

We are dependent on the bank to modify (increase) our loan to finish. The accountants took a couple of weeks longer than they expected to obtain the latest best balance sheet. The banker with whom we built our relationship over the past three years took off suddenly without giving us a reason. The temporary replacement loan officer said he would be reviewing our file the same week it was expected to be positively decided. When I called back to check on our status, I got only voice mail from all concerned.

Week after week goes by with less progress than declared should be the case last month. National distress of both COVID caused supply chain delays and shortage of workers plus a steady review of our unique problems bring up changes in strategy or sequence of events. The roofer equipment -caused ground ruts that have not been filled. Plans are recently in place of how and who would do it. The sidewalks can not be poured before the ruts are filled with weather closing in on time to execute. The roofers are designing the gutter strategy for our large eaves and desire for future run offs to rain barrels.

- The plumbing for the kitchen and toddler room has been estimated and submitted for permits.
- The architect sent his kitchen plan to the health department. The new kitchen appliances bought by the USDA grant and the unneeded donated ones need to be cleared by volunteers from the kitchen work area for the plumbers to jack hammer to create the drains. Hopefully, the HVAC below the floor is sufficiently lower than the drop needed for the drain.
- The doors to the two restrooms need to be widened for code to 36 inch doors.
- The all new gas plumbing for our heat is connected and ready for inspection and company paper work.
- Colder weather has put this consultation at the very top of our priority list.
- The last of the carpet removal from pod 6 awaits volunteers to move green -tagged school owned items out of the way at least over to pod 5.
- Mega City has found a workaround for replacement parts needed in an installed malfunctioning alarm system. The earliest those parts could be shipped would be by the end of December. We appreciate their creativity which will enable us to keep hope alive for our plans for temporary occupancy sooner than later.

Nancy Schwab,
NM General Contractor



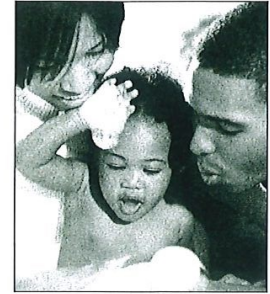
The Owl Classroom Taking Shape




The Eagle Classroom Coming Along

Everyday Ways to Support Your Baby's and Toddler's Early Learning

Your baby is learning—about you, himself, and the world around him—from the moment he enters the world. The chart below gives you some ideas of the many ways you can support your child's early learning through your everyday activities.



What's Going On With Your Baby or Toddler	What You Can Do
<p>Language and Communication Babies express their needs and feelings through sounds and cries, body movements, and facial expressions. Your baby will begin using words sometime around 1 year. By the time she is 3, she will be speaking in short (3-5 word) sentences.</p>	<ul style="list-style-type: none"> • Watch and listen to see how your baby communicates what she is thinking and feeling. • Repeat the sounds and words your child uses and have back-and-forth conversations. • Read, sing, and tell stories. These are fun ways to help your child understand the meaning of new words and ideas. • Talk about what you do together—as you play, do errands, or visit friends and family.
<p>Thinking Skills Your child is learning how the world works by playing and exploring. Through play, babies and toddlers learn about how things work and how to be good problem-solvers.</p> 	<ul style="list-style-type: none"> • Encourage your child to explore toys in different ways—by touching, banging, stacking, shaking. • Turn everyday routines into playful learning moments. For example bath time is a chance to learn about ideas like <i>sinking/floating</i> and <i>wet/dry</i>. • Follow your child's interests. Children learn best through activities that excite them. • Ask your child questions that get him thinking as he nears age 3. For example, when reading a book together, ask <i>Why do you think the girl is laughing?</i>
<p>Self-Control Over the first 3 years, your child is beginning to develop self-control—the ability to manage his feelings and actions in acceptable ways. He is also learning to wait, share, and work out problems with his friends.</p>	<ul style="list-style-type: none"> • Use words to help your child understand his feelings. <i>You are really mad because we have to leave the park.</i> • Give choices to older toddlers. <i>Would you like to read books before or after we brush teeth?</i> • Stay calm when your child is upset. This helps him feel safe and get back in control.
<p>Self-Confidence Your child is learning that she is a very special person; that she is loved, smart, fun, and capable. When children feel good about themselves, they are more confident and willing to take on new challenges.</p>	<ul style="list-style-type: none"> • Comment on what your child does well. <i>You found the button that makes the bear pop up!</i> • Help your child be a good problem-solver. Give her the support she needs to be successful without completely solving the problem for her. • Give your child the chance to do things for herself like pouring milk from a small plastic pitcher. • Encourage your child to keep trying. <i>You are working so hard to get the ball in the basket. Sometimes it takes lots of tries!</i>

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Visit www.zerotothree.org/schoolreadiness for more information on early learning and healthy development.

This handout was developed by ZERO TO THREE and made possible by the generous support of **MetLife Foundation**



Bennett sorts pictures by concept.



Adelaide slides clothes pegs onto a rim.



Ellen matches according to texture.



Mekhi cuts paper.



Simone uses scissors.



Zamirah sorts objects by concept.



Orlando manipulates Play-doh.



Jonah places the cube in the imbuca box.

Hummingbird News

Science

The kids planted walnut seeds to make Walnut Trees. They thought the seeds within the shell were like discoveries. It took a lot of concentration, time and technique to get the seeds out. Most times they planted the whole walnut in a tray of soil and compost with a screen on top of the tray to keep out the squirrels.



Eagles Research and Present the Festival of Lights, Diwali.

After several sessions researching the people and regions who celebrate Diwali, the Eagle community presented to each other their collective knowledge, experience and care for each other. Tea and yoghurt was served and graciously received.



Ali pours tea.



Addy, Mia and Ashton present research.

The containers from the yoghurt were repurposed for the festival "lamps" and decorated by the students with glass paint. Flowers, flags, costumes and music filled the room to capture the flavor of the festivities.

Montessori Students Seek Order

Montessori emphasizes the child's intrinsic nature of seeking order. While it has been a huge challenge for Montessori classrooms to be "socially distant" and communally responsible, the absolute trust in the nature of the child to seek order has proven to be true, even under the most difficult conditions.

After almost two months of adjusting to schedules and expectations of a classroom, most Eagles are quite comfortable in the scaffolding of their physical and social environment. When changes occur in our daily routine such as fire drills, weather-related circumstances



Darius perfects his skills in using chopsticks.

or special events such as Picture Day or Classroom Celebrations; the foundation of order is firm enough to provide the needed stability for a calm and peaceful room where curiosity and perseverance can prevail.

We are striving to maintain that element of predictability and order as the students increase their skills and accept larger challenges, academically, physically and psychologically.

Please use recyclable water bottles!

One gallon (3.8 liters) of tap water costs roughly \$0.005 in the United States, while the same amount of bottled water, obtained from combining single-serving water bottles, costs around \$9.47.

This not only means that bottled water is pricier than milk and gasoline but also nearly 2,000 times more expensive than tap water.

Medically reviewed by [Natalie Butler, R.D., L.D.](#) — Written by [Kelli McGrane, MS, RD](#) on June 11, 2020

Environmental impact

Research indicates that the bottling, refrigeration, and transportation processes associated with water, as well as the disposal of plastic bottles after use, cause a wide range of adverse environmental effects far greater than those of tap water.

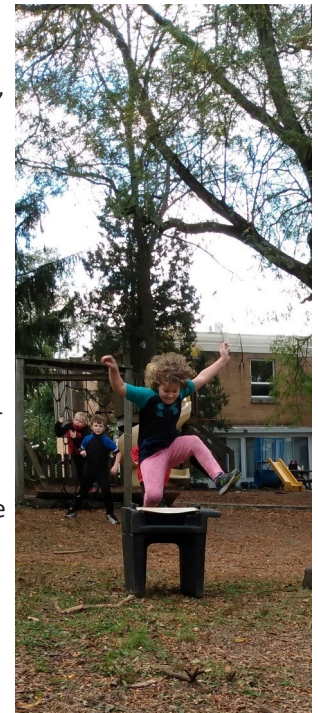
For example, in 2016, the bottling of water in the U.S. used 4 billion pounds of plastic. This process required an estimated energy input equal to approximately 64 million barrels of oil.

According to nonprofit organization [Container Recycling Institute](#), every day in the U.S., people throw away over 60 million plastic water bottles. The majority of these bottles make their way into landfills and waterways, or they litter the streets.

These plastic bottles also release toxins as they degrade.

Some people try to reuse plastic water bottles in a bid to offset some of the environmental impacts. This may pose risks in the long-term, however, including the risk of bacterial growth and the risk of toxins leaching from the bottle.

Written by [Jayne Leonard](#) on January 2, 2020



Romeo rises to the challenge of many hurdles while Tripp and Judah await their chance.



Lola



Noah and Devin



Frances and Eliza

We are making a home for microbes to see how they separate into their own habitats. Here we are harvesting our mud. With just a few cupsful of mud, an egg, and a few other ingredients, we are creating an entire ecosystem for bacteria in a sealed bottle which is called a Winogradsky column.

In this sealed system, microbes reuse and recycle nutrients continuously. Over time, different species separate into visible layers depending on how they use (or don't use) oxygen, light, and nutrients such as carbon or sulfur. Each bacterial species finds its habitat according to its needs, much like our digestive tracts. This activity will lead us into further study of the human microbiome!



Aaron, Miles, Sam, Vivian, Morgan and Jontay

Owl News



Anna



Big History Examines Our Past, Explains Our Present, and Imagines Our Future

In Quarter 2, the Owls will be starting their journey with The Big History Project. This is a highly recommended program among Montessorians. This program allows our Upper Elementary, the Owls, to continue to deepen their learning of the Great Montessori Lessons: The Coming of the Universe and Earth, The Coming of Life, and Humans Come to Earth.

Big History is a social studies course that spans 13.8 billion years. It weaves insights from many disciplines to form a single story that helps us better understand people, civilizations, and how we are connected to everything around us. This program was created from an idea that arose from a desire to go beyond specialized and self-contained fields of study to grasp history as a whole.

We seek to connect the past, present, and future and to prepare students to be great thinkers and problem-solvers.

This program goes to great lengths to gather, incorporate, and learn from multiple voices and perspectives.

Cross Classroom Teaching and Learning

Falcons invited Eagles and Owls to an outdoor investigation into the natural world. Natural specimens from all over the world hit students with big picture learning. Diversity of species was examined through sorting various fossilized shark teeth. A seed sorting and planting booth exposed students to many kinds of vegetables and fruits we grow in our gardens. They examined the difference between warm weather and cold hardy crops. Each participant planted kale seeds into one of our reworked garden beds.

Falcons practiced and learned how to share their knowledge with the younger classes. The structure of our school provides mixed aged classrooms but school wide events develop those benefits even further. There are many advantages to mixed age learning in Montessori. Our classrooms are set up with mixed ages: Hummingbirds, 1-3 yrs; Chickadees, 3-6 yrs; Eagles, 6-9 yrs; Owls, 9-12 yrs; Falcons; 12-15 yrs; Wings 15-18 yrs. This creates an atmosphere where children learn to help and be helped by other children because they constantly interact with others whose age and abilities are varied. Students gain appreciation for the success of others and are naturally challenged by the achievements of others.

Having a two to three year stay in each environment is another advantage for Montessori students. They develop a strong sense of community and stability with $\frac{2}{3}$ of the class returning every year. This community aids the development of students as role models for one another. Retaining the same students allows teachers to truly learn each individual student's learning abilities, style and developmental level to better serve their needs.

Older children learn to be tolerant and patient and serve as role models for the younger. When older students get the chance to teach younger, it reinforces previously learned concepts and is actually an aid in complete mastery of concepts. Older students demonstrate more than academics but also courtesy, manners and conflict resolution.

In the Falcon class having mixed age groups helps new-to-Montessori students understand that all students are working at their own pace and at their own instructional level. We are not all working on the same page in the book and waiting until all students understand the concept, our classroom is much more fluid.



A lovely monarch butterfly stops by a Black-Eyed Susan in our front yard at the 1106 campus.

Dystopian Novel Studies

Our Dystopias class, reading Suzanne Collins's *The Hunger Games*, had the opportunity to work with Mr. Jared during Ecology time to bring some of the lessons of the Arena to life. They were tasked with finding 5 edible plants and 5 inedible plants in our yard. In the novel, the Tributes have the opportunity to learn about different kinds of plants that could be available in the arena, so they might be able to forage for sustenance; and while our Falcons are not required to forage for their lunches, having the well-developed gardens out front allow us to explore and learn about how they COULD get lunch there, if they wanted to! This developed quickly into a group project, with students collecting samples and learning about them through conversations with Jared, or, in some cases, identifying them through the NatureID app and researching them online. The class collected more than the 10 required plants, with samples of dandelions, blueberries, crabapples, and apples in the edible category, and poison ivy, hemlock, and milkweed in the inedible/toxic categories!



Falcons Alyssa, Alex, and Danni dig into some of the complicated events of Harper Lee's *To Kill a Mockingbird*



Falcon Yahir enjoys the wonder and awe of Eagles Marianna, DaShayla and Ali.

Getting Back To Normal

After a school year and a half of Zoom classes, hybrid classes, and not seeing our students' actual faces, things are finally getting back to normal. Even though we are still wearing masks and trying to stay three feet apart, we are all back in school doing things we remember as normal. For example we are going on field trips on Fridays. The Wings went to Buck Creek Park to pick up trash and enjoy a day outside, and it felt normal. We are having a daily meeting in a circle where everyone can see each other's faces, and that is wonderfully normal and refreshing. We are teaching classes full of curious students and having lunch together just like old times. I can hear laughter and joy pouring out of the students live in-person on-site and it feels normal. It actually feels better than normal, because we have all experienced something so abnormal that we thought we would never get back to normal. The Wings now have ducks on site and watching the students work together to care for them and learn about them is a wonderfully normal thing to see. The ducks are Cayuga ducks picked by Serena Temple, who researched different breeds of ducks and determined that Cayuga ducks would be best for us, because they are big, they do not fly, and they lay lots of eggs. Another thing that feels normal is getting ready for a big plant and microbusiness sale. We are inviting the public to join us and come see our wonderful program. The Wing students are proud and excited about this, and that feels normal too. It is also a wonderful thing to see Jared outside working with students planting trees and moving mulch. One thing that does not feel normal is a Wing class of 40 plus students. This is by far the biggest Wing class ever. Maybe that will feel normal soon, too.



Jacob, Willie, Joseph and Cole pick up trash to help keep our environment clean.



GeMiah shows us how to do a cartwheel.



Serena tends to our 5 newly acquired Cayuga ducks.



Journie, Courtney and Ethan help clean the environment.